DOCUMENT RESUME

ED 440 913 SO 031 689

TITLE	Building Good Citizens for Texas: Character Education Resource Guide. High School.
INSTITUTION	Texas Education Agency, Austin.
PUB DATE	2000-00-00
NOTE	54p.; For related resource guides for elementary and middle schools, see SO 031 687-688.
AVAILABLE FROM	Texas Education Agency, Austin, 1701 North Congress Avenue, Austin, TX 78701. Tel: 512-463-9838; Fax: 512-463-9839; Web site: http://www.tea.state.tx.us.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Citizenship; *Citizenship Education; *Ethical Instruction; High School Students; High Schools; *Moral Development; *Public Schools; Social Responsibility; Social Studies; *Student Development
IDENTIFIERS	*Character Education; *Texas

ABSTRACT

This Texas education resource guide is provided for teachers to plan a character education program which incorporates "Building Good Citizens for Texas" into the classroom curriculum and schoolwide activities. The guide points out that, to be effective, instruction in character education must be appropriate to the developmental level of the students at the high school level, the program should focus on civic responsibilities and applications of the concept of personal and social responsibility, and students should apply these concepts in all content areas to prepare themselves for their roles as future decisionmakers. The guide suggests that certain components of citizenship be highlighted each month, such as: September: honesty; October: responsibility; November: compassion; December: perseverance; January: loyalty; February: justice; March: self-reliance; April: self-discipline; and May: integrity, and that teachers integrate these components into their lessons when appropriate. The guide presents guidelines and details diverse classroom activities for each of these monthly components. It also discusses site-based implementation and suggests schoolwide activities. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 440 913

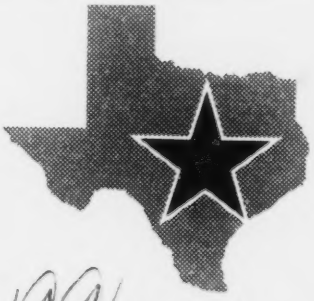
Building Good Citizens for Texas

Character Education Resource Guide

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO 031 689

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Linda Kemp
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



High School

BEST COPY AVAILABLE

1996

Building Good Citizens for Texas

Character Education • Resource Guide

High School Activities

1996

STATE OF TEXAS
OFFICE OF THE GOVERNOR

GEORGE W. BUSH
GOVERNOR

Spring 1996

Dear Educator:

Our public schools in Texas must teach our children excellence in a core curriculum of basic subjects: english, math, science, and social science. These subjects will provide the foundation for success in learning and in life.

I also believe we have the responsibility to instill values in our children -- not the values of one faith or religion, but values which have stood the test of time, concepts that were true yesterday and will remain true tomorrow.

The Texas Education Agency's resource guide, "Building Good Citizens for Texas," is valuable. I appreciate the hard work that went into preparing the guide and hope local educators will use it to mold good citizens for Texas.

Sincerely,

GEORGE W. BUSH

POST OFFICE BOX 12428 AUSTIN, TEXAS 78711 (512) 463-2000 (VOICE) (512) 475-3165 (TDD)

TEXAS EDUCATION AGENCY

1701 North Congress Ave.★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ http://www.tea.state.tx.us

Jim Nelson
Commissioner of Education

January 2000

TO THE EDUCATOR ADDRESSED:

Serving as the Commissioner of Education in Texas provides many opportunities to recommend or endorse existing initiatives which I believe will continue to benefit the children and adolescents of this state. The character education initiative remains a major step to building responsible citizenship in our young people.

In order to be successful, each campus should develop its own character education implementation plan. Instruction in character education is not mandated by the state but is highly encouraged. The commitment developed through district and campus involvement is critical to the success of the project.

As educators, we hope to model good character and promote good citizenship. If we are conscious of the components of good citizenship and deliberately teach them in a planned fashion, we are going to do a better job.

"The Building Good Citizens for Texas – Resource Guide" is provided to districts for review and optional implementation. Professional development and the utilization of the guide continue to be coordinated by local districts and regional education service centers.

Once again, let me remind you that we all have an important role to play in developing the character of our state's young people. Thank you in advance for your commitment to and support of character education in Texas public schools.

Sincerely yours,

Jim Nelson
Commissioner of Education

A MESSAGE FROM THE INSTITUTE ON AMERICAN VALUES

A major concern on the minds of many Americans today is how to build a more highly principled society based on strong character and sound ethical standards. We believe our schools can play a significant role in responding to this concern by providing a strong citizenship and character education program.

To assist schools in implementing such a program, the *Institute on American Values* and various education leaders in Texas have developed a program entitled "Building Good Citizens for Texas." It is based on character and ethical principles of Texas and America which are encompassed in this Teacher's Resource guide.

Early Texas settlers were a people of courage, perseverance, faith, determination, and responsibility. Blending with other cultures over the years, certain truths and standards emerged to identify Texans as a people of fierce loyalty, independence, a strong sense of responsibility and commitment to their families, friends and others. These traits have been passed from generation to generation.

In this program, students are given basic concepts of good citizenship and character to augment academic training. From honesty to self-discipline, these concepts are discussed in ways to give local school boards, teachers, and educators the flexibility to be creative in adding or deleting parts of the resource materials. We recommend that the principles be integrated in social studies or other designated courses.

During the coming years, today's students will become the workers and leaders in our institutions, professions, and businesses. More responsibility will be thrust upon them to make ethical decisions without supervision. This Guide can assist teachers and educators to prepare students in citizenship and strength of character. Many people have contributed to the development of this Guide. Citizens and public officials have offered constructive ideas to assist in creating an interesting as well as effective program.

To assist school leaders in the implementation of a strong citizenship and character education program training for teachers in the 20 educational service centers will be available. We encourage interested local school leaders to send designated teachers to these training sessions.

We wish to extend our appreciation to the Houston Independent School District for sharing their materials and expertise with regard to character education curriculum.

INSTITUTE ON AMERICAN VALUES

Linus Wright, Chairman
Frank Tucker, President

Dear Educator:

Welcome to the "Building Good Citizens for Texas" Education Resource Guide. I am encouraged with your commitment to Character Education. In order to help you to utilize these materials, the following items are important to consider:

- This Education Resource Guide is provided for planning your Character Education Program which incorporates "Building Good Citizens for Texas" into the classroom curriculum and schoolwide activities.

- The teacher activities are options to choose from when planning your lessons.

- Examine this resource guide carefully. It is a valuable planning tool and will be needed for the curriculum integration and implementation of "Building Good Citizens for Texas".

- Do not ignore an activity if a particular content area is not referenced on the activity sheet. The reference to content areas is not intended to limit your choices.

As you read and review the teacher activity options, be encouraged to develop other ways to integrate "Building Good Citizens for Texas" into lessons when appropriate. Your ideas and adaptations will move you toward a creative and caring Character Education Program.

_____

Superintendent Signature

_____

Board President Signature

_____

Board Vice President Signature

Board Membership Signatures

_____

_____

_____

_____

_____

Building Good Citizens for Texas Resource Guide

• **Honesty**	**September**
• **Responsibility**	**October**
• **Compassion**	**November**
• **Perseverance**	**December**
• **Loyalty**	**January**
• **Justice**	**February**
• **Self-Reliance**	**March**
• **Self-Discipline**	**April**
• **Integrity**	**May**

Suggestions:

* These components of citizenship may be highlighted each month districtwide; however, teachers are encouraged to integrate these components into their lessons when appropriate.

* As you use the guide and develop ideas for activities and projects, please share them with other classroom teachers in your building and in your district.

* In May, a Citizenship Day can be planned to celebrate all of the components of citizenship studied throughout the year.

Overview of Building Good Citizens for Texas Resource Guide

ORGANIZATION:

I. **SYNOPSIS:** Specific components may be addressed on a monthly basis throughout the year.

II. **COMMUNITY INVOLVEMENT:** Information may be sent to parents about activities and experiences that reinforce the monthly citizenship component.

III. **SITE-BASED IMPLEMENTATION AND SCHOOLWIDE ACTIVITIES:** Activities are organized schoolwide that reinforce the citizenship component of the month.

IV. **CLASSROOM GUIDELINES AND SUGGESTED CLASSROOM ACTIVITIES:** Suggested activities and bulletin board ideas can be correlated with activities and resources (films and books, role models, speakers, and civic organizations).

CHARACTER EDUCATION PROGRAM OVERVIEW

To be effective, instruction in character education must be appropriate to the developmental level of the students. At the elementary level, students will be introduced to concepts of personal and social responsibility on a monthly basis. The program focuses on active involvement and demonstration of these concepts so that children learn that these concepts are essential to academic success as well as lifelong success. As the program develops, students will be involved in school and community projects and will work with role models from the community.

At the middle school level, the program will focus on an integration of character education, study skills, critical thinking, and decision-making. At the high school level, the program will focus on civic responsibilities and applications of the concepts of personal and social responsibility. Students will apply these concepts in all content areas in order to prepare themselves for their roles as future decision-makers. The program may also include a community service component in which students perform as supervised volunteers in service organizations within their communities: hospitals, schools, student care centers, and other organizations. This service would provide not only an opportunity for students to learn about the needs of the community, but also to discover the positive influence they can exert.

I. SYNOPSIS OF CITIZENSHIP COMPONENTS BY MONTH

SEPTEMBER — **HONESTY**
Through a variety of activities, students will demonstrate trustworthiness, fairness and straightforwardness of conduct in their own character development and interpersonal relationships.

OCTOBER — **RESPONSIBILITY**
Students will exhibit moral, legal, and mental accountability for their choices, regardless of pressures to do otherwise.

NOVEMBER — **COMPASSION**
Students will demonstrate empathy and respect for others in school, life, and career settings, accepting the right of all people to be treated with courtesy and dignity.

DECEMBER — **PERSEVERANCE**
Students will acknowledge the importance of persistence while encountering negative influences, forms of opposition, or discouragement.

JANUARY — **LOYALTY**
Students will recognize the need to establish personal and career relationships and select causes based on positive ethical principles for which they can remain true.

FEBRUARY — **JUSTICE**
Students will exhibit fair and equitable behavior which is consistent with the laws and principles that govern a democratic society.

MARCH — **SELF-RELIANCE**
Students will believe in their own self-worth and learn to rely on their strengths. Students will also demonstrate knowledge of their skills, abilities, and impression on others.

APRIL — **SELF-DISCIPLINE**
Through activities, students will demonstrate positive patterns of behavior and the strength of mental and moral courage to accomplish tasks, manage time, and relate effectively with others.

MAY — **INTEGRITY**
Students will understand the importance of adherence to a code of conduct necessary for successful performance in the workplace and in their personal lives.

II. COMMUNITY INVOLVEMENT

To be effective, this program must enlist the support of the entire community. Parents must be informed and encouraged to support their children's involvement. The curriculum resource guides include monthly letters to parents that identify the citizenship component under study that month and suggest activities for the family that reinforce that citizenship component. The character education program and these letters might best be introduced at the School Open House so that parents may ask questions about the program. Parents should be made aware that this program focuses on citizenship, but does not advocate a particular system of beliefs. The monthly letters might be distributed at monthly PTA/PTO meetings or sent home with the school's monthly communiqué.

Representatives from all segments of the community should be encouraged to participate in the school's community involvement programs. Community representatives should come into the schools to talk with and work with young people, to describe their own careers and the decisions that affected them, and to help students understand what is required to prepare themselves for the opportunities available to them. Through Volunteers-in-Public Schools (VIPS), employers in both the public and private sectors will be encouraged to allow their employees to get involved through volunteer work at their children's schools or through company-sponsored adopt-a-school programs. Retired professionals should be encouraged to share their time and their expertise with the students of this community.

A statewide public information campaign will be ongoing. When principals share their successes, periodic reports on the exemplary practices and successes of the program can be shared with the public. This will not only inform, it will also reward and sustain the enthusiasm of the participants at each school.

III. SITE-BASED IMPLEMENTATION AND SUGGESTED SCHOOLWIDE ACTIVITIES

To be successful, each campus should develop its own character education implementation plan. Instruction in character education is not mandated by the state, but is highly encouraged. The commitment developed through district and campus involvement is critical to the success of the project, particularly at the secondary level. The teachers and administrators who teach character education should model it daily for their students. This will create a socially responsible community that reflects the concepts our students are to demonstrate.

DISTRICT SUPPORT

The *Building Good Citizens for Texas Resource Guide* is endorsed by Governor George W. Bush, Commissioner of Education Mike Moses and sponsored by the Institute on American Values. This program, if adopted by the local district, will be coordinated and supported by local district resources. Training and support activities are available to districts, provided by program sponsors.

EVALUATION

This program will be evaluated in regard to its effects on student achievement, student attendance, involvement in student activities, discipline problems and other indicators of personal, social, and civic responsibility as coordinated by local district staff.

SUGGESTED SCHOOLWIDE ACTIVITIES

To integrate character education into the life of the school, activities should be implemented schoolwide as well as in individual classrooms. The climate of the school reflects the citizenship that is modeled and honored by both students and adults. The suggestions are intended to stimulate ideas as the staff members on each campus plan their character education program.

- Art display
- Awards assemblies—monthly, quarterly, yearly; including incentives from local businesses
- Breakfast or lunch with the principal
- Buddy system and orientation for new students
- Buddy system for mainstreamed students
- Bulletin board decorated by students in a class or grade to reflect monthly citizenship component
- Bumper stickers
- Canned food drives; Toys for Tots; Christmas or holiday baskets
- "Caught Being Good"
- Cultural arts assemblies
- Communication via PTA newsletter
- Door decoration contests—based on a citizenship theme
- Environmental study or task force programs
- Essay contests; other writing activities on being an American
- Guest speakers from the community on citizenship and ethics
- "Hall of Fame" for Good Citizens
- Honor Roll for pupils demonstrating citizenship component of the month
- International Day
- Literary magazine
- News features enhancing positive image of teachers and other staff members

- New teacher seminar
- Peer tutors/ mentors/ counselors
- Perfect attendance recognition—individual students, homeroom sections
- Principal's Honor Roll (based on academics, citizenship, skill development)
- Reading lists and read-a-thons
- Recognition of teachers—flowers, candy, certificates, services
- School/community service projects
- School spirit committee/activities
- School spirit days—school colors, twins day, dress-up
- Self-concept enhancement through curriculum as well as student recognition programs
- Showcases/displays related to citizenship components
- Student advocate or mentor program
- Unsung Hero Awards
- "Way To Go" slips

School administrators are urged to share the schoolwide programs developed by their staff that are effective with other schools in their district and with the district at large.

IV. CLASSROOM GUIDELINES AND SUGGESTED CLASSROOM ACTIVITIES

- Flexibility is a key element of this curriculum. Feel free to modify or adapt the lessons to meet community, school or classroom needs.

- Character education can be reinforced by teachers, nurses, principals, librarians, counselors, aides, parent volunteers, and specialists.

- Collaboration among teachers is encouraged for both planning and teaching the lessons.

- Infuse citizenship components into lessons.

- Take advantage of daily opportunities in the classroom to discuss the citizenship components of character education. The curriculum is not confined to the activities listed. Teachers are encouraged to create new activities.

- Try to vary the methods used, incorporating a balance of large and small group discussions, and hands-on activities.

- Allow time at the conclusion of lessons to "process" or reflect on the activities. Processing allows the students time to think and verbalize for themselves what their experiences felt like and what they learned as a result of their participation. Processing can help students make connections between their experience and its application in their lives. Making these connections and stating them increases the retention of learning.

- Communicate with parents about the activities you are teaching in your classroom. A sample letter is found in each section. It suggests activities that the parents can do at home pertaining to character education.

- Refer to the list of resources for suggested readings and films.

Remember—We teach more by what we do than by what we say. Experiences gained in a positive, motivating atmosphere produce lasting, positive effects on the students.

SETTING THE CLIMATE AND TONE

To foster active participation and facilitate interaction during the character education lessons, it is a good idea to establish "ground rules" with your students. Here are a few suggestions:

- Raise Your Hand
  Waiting to be called on gives all students time to think.
  Taking turns offers everyone an opportunity to participate.
  We respect each other by listening and taking turns.

- I Know Somebody Who. . .
  Using "Somebody Who" allows students to maintain privacy.
  This may avoid embarrassment during the group discussion.

- Everyone Has A Right To Share
  All ideas are okay.
  There are no right or wrong answers to open questions.
  We respect the rights of others to tell their feelings and opinions.

- It's All Right To Argue For The Opposite Point of View
  Considering all points of view helps students think through the issue.
  Taking the other side encourages students to talk about alternative strategies.

- It's Okay To "Pass"
  If a student does not want to respond to a question, he may just say, "pass."
- Listen To Others When They Talk
  Listening shows respect for the speaker.
  Listening takes effort, but gets easier with practice.

- Give Put-ups Only -- (No Put-Downs)
  A put-down is name calling, teasing, making faces, or any behavior that hurts a person's feelings.

TAKE A RISK – This is not a rule, but it is a suggestion. In Character Education, a risk is being willing to share your thoughts and feelings with others. We want to learn to care about each other's feelings when they share them with the group.

TEACHER TIPS ON MANAGEMENT

Keep the ground rules chart, discussed in Setting the Climate and Tone, posted and visible. Before beginning each session, briefly review and discuss the rules listed. Remind students of the importance of following the rules to avoid negative and hurt feelings. The goal is to maintain a positive, nonthreatening atmosphere in which ideas and experiences can be freely shared.

GROUPING FORMATS AND CLASSROOM ARRANGEMENTS

Use varied groupings or classroom arrangements for each session. Depending on the type of activity selected, the arrangement of the students or chairs contributes to an environment conducive to positive student interaction. Create a space to form a circle, if possible.

Role-playing and simulations can be conducted to provide opportunities for students to assume roles and practice skills in real-life situations. This format provides a secure environment for students to attempt to develop problem-solving and decision-making strategies without the inhibition of real-life consequences. Carefully structure the role-playing activity to maximize its effectiveness. Consider the following:

- Decide whether you want to structure and develop the scenario or have the students create and develop the scenario based on a given citizenship component.

- Choose situations that are appropriate to the citizenship component or lesson being taught.

- Invite students to choose a role or select students for the specific roles of the scenario.

CLASSROOM ENVIRONMENT

It is important for students to feel a sense of trust when sharing their personal ideas and feelings. The classroom environment is crucial in establishing a sense of safety, trust, and support to foster and promote a nonthreatening and nonjudgmental atmosphere to encourage student participation. During the discussion sessions, emphasize the positive. Encourage good listening by having students repeat or "mirror" what is said by the other students.

For students who are quiet or shy, provide encouragement and allow them to participate when they feel comfortable with the task. Some students may not feel comfortable expressing their own ideas, but they may be willing to participate by "mirroring" or retelling or restating ideas or feelings that have been expressed by others. It is important that the students not feel threatened during the sessions.

GUIDELINES FOR ASKING QUESTIONS

Students learn early to listen and respond to cues given by their teachers. The way in which a teacher introduces a discussion, asks a question, responds to an answer, will provide clues to the students of the response expected. Consider the following suggestions for encouraging thoughtful and honest discussions:

- Start with questions that require students to draw upon the information, concepts, thoughts and experiences in their past. Their responses will tell you whether the students have the needed background and resources to respond to the questions you wish to pose. Using their responses, prompt the students to process that data such as the following: determine cause and effect relationships, summarize, analyze, synthesize, and compare/contrast.

- Facilitate sharing by reminding students of the ground rules to be followed, modeling active listening and modeling positive responses.

- Discuss the concept of "wait time for thinking" with the students. Explain that this gives all students time to consider the question before anyone responds.

- Encourage students to ask questions as well as respond to your questions. Foster true discussions by stepping out of the leader role and allowing students to engage in interaction with one another.

- Accept solutions offered as plausible and worthy of further discussion. This will encourage students to take the risk of developing and sharing their own ideas and solutions.

- As needed, guide the discussion to probe all points of view.

- Conclude by helping students consider what they have learned. After the discussion, have the students reflect on what was said and learned. This can be done orally or in writing and can be shared or kept private.

- If a student brings up a topic that may be embarrassing to you or to the other students, note the comment and immediately move to another topic or question. Avoid appearing shocked as the students will take their cue from your reaction. Later, talk to the student privately about the comment or question so that the student will understand that some topics are better discussed in private than in public. If the student has a serious problem, contact the school counselor or the principal and arrange a conference.

- Attempt to come to a conclusion in discussions of individual citizenship components as to what is right or wrong.

HIGH SCHOOL ACTIVITIES

HONESTY
(Honor System)

"Honesty gives a person strength but not always popularity."

RESOURCES NEEDED: College catalogues

DESCRIPTION OF ACTIVITY:
Ask students to find out how various universities handle cheating. Have them research which universities employ an honor system and how that system works. (Rice University uses such a system and so does West Point.) Discuss how such a system must be set up, including the consequences that would be incurred for breaking the system. Ask a class to write an honor code. Attempt at least one classroom exam utilizing the honor system. After the exam have students submit anonymous evaluations of how the system worked. Discuss the results of their evaluations.

Discuss why in 5 or 10 more years your honesty will still be with you even though your high school popularity may be gone.

SUGGESTED APPLICATIONS:
This activity could be used in several class settings.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline, Integrity, Self-Reliance, Loyalty

TAAS:
Reading: Objective 5, Objective 6

HONESTY
(Plagiarism)

"A lie may take care of the present, but only truth takes care of the future."

RESOURCES NEEDED: College catalogues

DESCRIPTION OF ACTIVITY:
Brainstorm with students all areas in which copying another person's work carries serious implications. The list might include taking someone else's research data in a scientific area, copying a videotape for resale purposes, using a trademark without permission, etc. Have them research at least one area to find out what the consequences are for copying someone else's work.

College catalogues include sections of rules and regulations which spell out penalties for this. Most copy companies display codes detailing fines for copyrights. Videotapes are preceded by warning messages.

Discuss the implications of this information for students developing work habits as they do school assignments.

Discuss whether it is better to face short-term consequences or be known as a liar the remainder of your life.

SUGGESTED APPLICATIONS:
This activity has uses in all content areas and classes.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline, Self-Reliance, Integrity, Responsibility

TAAS:
Reading: Objective 2, Objective 5, Objective 6

HONESTY
(An Honest Character)

"No One will ever know of your honesty unless you give out samples."

RESOURCES NEEDED: Variety of books

DESCRIPTION OF ACTIVITY:
Introduce the idea of a "Character Day" to your class. Each student is to select and read a book in which a character is faced with a difficult situation that tests his/her integrity.

On "Character Day" each student is to dress as the storybook character. Encourage the students to not only portray the character and tell something about the book each has read, but also assess the character as to his honest qualities.

Examples: To Kill a Mockingbird, The Winter of Our Discontent, The Scarlet Letter, Great Expectations, Tale of Two Cities, Hamlet

SUGGESTED APPLICATIONS:
Extend reading book list
Historical characters investigations

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Reliance

TAAS:
Reading: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

An instructional program focusing on Character Education will begin in our school district this year. A particular component of citizenship has been selected for each month of the school year.

This month your child will be discussing Honesty. Through a variety of activities your child will demonstrate trustworthiness, fairness, and straightforwardness of conduct in their own character development and interpersonal relationships.

Listed below are activities which will reinforce honesty and will offer opportunities for you to become involved in your child's education.

- Praise your child each time he/she exhibits honesty.
- Discuss the importance of being honest at home. Your child should also discuss the consequences of being honest and dishonest.
- Incidents from the newspaper and television can be used to discuss the importance of being honest.
- Use events that occur in the family to point out the importance of being honest.
- As you and your child watch television and read, identify the characters that exhibit traits of honesty and ones who are dishonest.

Your cooperation in this effort is greatly appreciated.

RESPONSIBILITY
(Survival List)

"To be self-reliant means that you can depend on the strength you have inside to face the challenge on the outside."

RESOURCES NEEDED: Handouts of survival list

DESCRIPTION OF ACTIVITY:
Students are given a hypothetical situation concerning a crash on the moon. The student will prioritize a list of 15 items selected by NASA in order of most to least important for survival. The individual student's list is compared to the ranking given the list by NASA. The difference between the numerical ranking of the student's list and that of NASA is the score by which survival chances are predicted. The lower the score or difference between the student and NASA the better.

Note: The teacher should scramble the list shown below and use this prioritized list for scoring.

NASA'S LIST: two 100 lb. tanks of oxygen, 50 gals. of water, a map of the moon's constellations, solar-powered FM transmitter/receiver, dehydrated food packets, parachute silk, 15 feet of nylon rope, self-inflatable life raft, packets of powdered milk, first aid kit with injection needles, two .45 caliber pistols, flare gun, portable heater, magnetic compass, box of matches.

How did your group make responsible decisions in order to successfully complete the simulation?

SUGGESTED APPLICATIONS:
This activity could be used as a higher-level thinking skill exercise.

This activity might be used in a lesson on magnetic poles, astronomy, or Earth science.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline, Honesty, Integrity

TAAS:
Math: Objective 11, Objective 13

RESPONSIBILITY
(Interview Success)

"Nothing worthwhile is achieved without patience, hard work, and commitment."

RESOURCES NEEDED: None

DESCRIPTION OF ACTIVITY:
Discuss with the class the importance of responsibility and committing to a goal and how that responsibility is directly related to the achievement of that goal. Ask students to name people, current or past, who were successful because they remained focused and responsible to their goal or cause.

Have students interview someone they consider a success due to their responsibility to a particular goal or cause.

Examples:
(1) A favorite teacher
(2) A successful athlete
(3) An honor student
(4) A clergyman
(5) A community leader

Students should include in their report:
(1) Who is the person?
(2) What is the responsible behavior of this person?
(3) When did they make the commitment?
(4) How do they plan to achieve this goal?
(5) Why is that goal important to the community/society?

SUGGESTED APPLICATIONS:
This activity could be used in journalism or in paragraph writing.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline, Self-Reliance, Perseverance

TAAS:

Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

RESPONSIBILITY
(Time Capsule)

"Set your goals and commit yourself to achieving them."

RESOURCES NEEDED: None

DESCRIPTION OF ACTIVITY:
Discuss with students the importance of being responsible and the time required to fulfill that commitment.

Have students write their commitments and sign them and place them in a container. The container should be sealed until a predetermined time and then read aloud.

Students should discuss their efforts to be responsible, the time required and the changes resulting from their commitments.

Examples of responsibilities:

(1) Parent contract to help keep car or room clean
(2) Monitor contract with little brother or sister
(3) Savings contract to put away 15% of all money earned into a savings account
(4) Physical health contract to begin an exercise program

SUGGESTED APPLICATIONS:
This activity could be used in journal writing or informative writing.

In social studies this could be used in a lesson on community commitments.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Honesty, Self-Discipline, Self-Reliance, Perseverance

TAAS:

Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

During the month of October the students will discuss Responsibility. The students will exhibit moral, legal, and mental accountability for their choices, regardless of pressure to do otherwise.

Listed below are suggested activities which you can do at home to reinforce those your children are doing in the classroom.

- Discuss the importance of responsibility and identify various responsibilities that the members of the family have and how they meet them.

- Demonstrate family responsibility by volunteering in the community -- help an elderly neighbor, volunteer at a food bank, etc. Set an example for your child by following through with this responsibility.

- Highlight responsible individuals noted in the newspaper or television. Discuss with your child the steps these people took to meet their responsibilities.

- Volunteer your time and expertise to the teachers and the principal. Join the PTA.

We appreciate your continued involvement in your child's education.

COMPASSION
(Social Injustice)

"Justice is the great interest of men on Earth."

RESOURCES NEEDED: Background material on situations being discussed

DESCRIPTION OF ACTIVITY:
The student will discuss injustices of the past or present society.

The students can be assigned separate topics or the class may choose to do only one topic which can be researched and turned in as a composition.

SUGGESTED APPLICATIONS:
Lessons in persuasive writing and research.

Lessons on world cultures or foreign social issues.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Justice, Self-Reliance, Responsibility

TAAS:
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

COMPASSION/RESPECT
(Stereotyping in the Media)

"Respecting others costs nothing, yet it buys things that are priceless."

RESOURCES NEEDED: A television

DESCRIPTION OF ACTIVITY:
Students will take a brief look at the television and movie industry to identify stereotyping in commercials, films, etc. Students are to keep a log for one week listing the products, image they project, and their own reaction to that image.

Discussion starters: Use the following phrases: "beautiful people," "macho image," or "racial or ethnic group image." How compassionate is the media with people who are different?

Closure: Avoid stereotyping and accept individuality as part of empathy and respect.

SUGGESTED APPLICATIONS:
This activity can be used for writing expository essays.

It can be used as a lesson of acceptance of others to avoid prejudice in our society.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Reliance, Honesty, Justice

TAAS:
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

This month Character Education will focus on developing and demonstrating Compassion. Your child will demonstrate empathy and respect for others in school, life, and career settings, accepting the right of all people to be treated with courtesy and dignity. The students will become aware of the similarities and differences among their classmates and discuss the importance of having compassion for individual differences. They will also discuss respect for property, symbols of cultures and countries, authority, and free expression of ideas.

Listed below are activities which will reinforce the classroom instruction and will offer opportunities for you to become involved in your child's education.

- Discuss family history, traditions, and customs. Identify how your family is similar and different from other families.
- Discuss with the child why he/she should respect other people and their property.
- Discuss ways the members of the family show compassion for one another. Have the child explain how he/she feels when someone does not show respect for them or their property.
- Develop family rules which encourage compassion and respect for others and their property.
- Demonstrate how your child can respect his/her property and the property of others. Praise them when they take care of their belongings.
- Discuss current events and let your children observe that family members can respect each others' differing ideas on a subject.
- Discuss authority figures with your child so that he/she understands that we respect people in certain roles or positions and expect them to uphold the responsibilities that go with those positions.
- Point out symbols of our culture and our country that we respect, such as the flag, service club insignias, the pledge of allegiance, etc.

Your cooperation in this effort is greatly appreciated.

PERSEVERANCE
(I Can)

"Every accomplishment, great or small, starts with the same words: 'I'll try.'"

RESOURCES NEEDED: None

DESCRIPTION OF ACTIVITY:
Discuss how commitments are made and how to keep them. Discuss how changes occur everyday in our lives, some for the better and others not. Discuss how we need to make changes even though it may seem difficult at times.

Encourage students to think of how they have persevered in their own lives to bring about changes. Emphasize "I can."

Have students develop an "I Can" sheet. They are to do this individually. In small groups, the students can share their responses.

Example of perseverance:

(1) I can lose weight.
(2) I can make better grades
(3) I can develop better study habits
(4) I can be more positive
(5) I can be friendlier

SUGGESTED APPLICATIONS:
This could be used in lessons requiring journals.

This could be a focus on community involvement for students/clubs.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Honesty, Self-Reliance, Self-Discipline

TAAS:
Writing: Objective 4, Objective 5, Objective 6

PERSEVERANCE
(Independent Living)

"Investment in knowledge pays the best interest."

RESOURCES NEEDED: Classified section of the newspapers, grocery ads

DESCRIPTION OF ACTIVITY:
Have students find advertised job openings for which they would qualify with their present level of education. Investigate the wages for those jobs and draw up a monthly budget based on that income. Classified ads could give the student an idea of how much rent and groceries would cost. However, the student will need to research cost of utilities, gasoline, and insurance or bus fare, taxes and medical insurance. The exercise could be extended by drawing up a second budget based on income earned by someone with a higher level of education.

SUGGESTED APPLICATIONS:
This activity could be used in a vocational class or fine arts class which is considering skills students need for the work force.

This activity could be used in an economics class or home and family living.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline, Responsibility

TAAS:
Reading: Objective 2, Objective 3, Objective 4, Objective 5

PERSEVERANCE
(Preparing a Lesson)

"The expert in anything was once a beginner."

RESOURCES NEEDED: Lesson forms and audio-visual aids

DESCRIPTION OF ACTIVITY:
To encourage students to depend on their own resources for learning, as well as to give them the opportunity to demonstrate their proficiency to their peers, allow each student to teach 5 to 10 minute lessons to the class. This task could be accomplished by assigning different topics to students in preparation for a review for the final exams.

An alternative would be to divide students in groups and have them produce a video, slide show, or live performance in the form of a documentary about a topic relevant to the content area of the course. Provide students with a timeline for accomplishing the assignment and a format or lesson form for presenting it.

Have students discuss some difficulties they faced during the project and how they overcame these dilemmas. Have student reflect on the perseverance needed to complete and present the sample lesson.

SUGGESTED APPLICATIONS:
This activity could be used in a variety of classes.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: **Self-Reliance, Self-Discipline**

TAAS:
Writing: Objective 1, Objective 2, Objective 3, Objective 4

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

During this month your child will discuss Perseverance. Your child will acknowledge the importance of persistence while encountering negative influences, forms of opposition, or discouragement. Our goal is to enable your child to gain confidence while overcoming obstacles in order to achieve goals.

We hope that you will take the time to discuss the importance of perseverance with your child. Listed below are suggestions for helping your child develop perseverance:

- Praise your child for taking responsibility in completing chores or meeting goals, homework or project completed on time, losing weight, saving a specified amount of earnings.

- Provide opportunities for your child to exhibit perseverance by assigning a task and allowing your child to use his/her own ingenuity and creativity in getting the job done.

- Provide opportunities for your child to learn how you think through decisions and how you tackle problems and challenges. Model, by thinking aloud, the steps you take when making decisions.

- When viewing a movie or television show, call attention to ways characters within the show display perseverance. Explain how perseverance enables the character to achieve a goal or overcome an obstacle.

We appreciate your involvement in your child's education.

LOYALTY
(Flag)

"Loyalty is a realization that America was born of revolution, flourished in dissent, and became great through experimentation."

RESOURCES NEEDED: None

DESCRIPTION OF ACTIVITY:
Have students find and read articles about the recent case of flag burning. Discuss the flag as a symbol. Define symbol.

Examples of discussion questions:
1. Is a person who burns a flag disloyal?
2. Is our loyalty attached to the symbol or is it to the institution behind the symbol?
3. Are political protesters being disloyal? Does it depend on the cause?
4. Were our forefathers disloyal to England or loyal to Americans? Discuss.

SUGGESTED APPLICATIONS:
This activity could be used in persuasive writing.

A lesson on political/legal systems.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Responsibility, Justice

TAAS:
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

LOYALTY
(Comparing Social Commitments)

"Your loyalty is a great gift. You must be very careful in deciding who receives it."

RESOURCES NEEDED: None

DESCRIPTION OF ACTIVITY:
Have students list as many causes as they can to which people are loyal. This list could include environmental issues, such as recycling; political causes, such as whether or not to support particular foreign governments; or social issues, such as world hunger and human rights in other countries.

Ask them to list a specified number of causes which they feel they could support. Discuss how various groups show support for their causes and which ways are most effective.

This activity could be extended by having students interview people in different age groups to determine which issues they support now or which issues they supported when they were in high school. Students can compare issues and determine which means of support actually promoted change.

SUGGESTED APPLICATIONS:
This activity could be used in a history class or government class.

It could be used in English classes as the basis for comparative essays.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Responsibility, Justice

TAAS:
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

LOYALTY
(Children's Story)

"Never confuse loyalty with blind obedience."

RESOURCES NEEDED: Children's Story by James Clavell

DESCRIPTION OF ACTIVITY:
This very brief book by Clavell can be read aloud in a class period. It describes a situation in which an enemy has conquered the United States and is taking control of all the institutions, including the schools. The manner in which a young, attractive teacher moves into an elementary classroom and uses the gentlest means possible to reverse completely the children's loyalties demonstrates the need for people to critically examine their beliefs in order to defend them.

Discuss with students how the children are manipulated and why. Ask them to evaluate their own loyalties to the ideas presented in the book.

SUGGESTED APPLICATIONS:
This activity could be used in history, government or English classes.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Trust, Commitment, Justice

TAAS:
Reading: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

The theme for this month focuses on Loyalty to self, family, friends, school, and country. Students will recognize the need to establish personal and career relationships and select causes based on positive ethical principles for which they can remain true.

Your continued support and participation will enable your child to gain a broader understanding of how relationships are strengthened by loyalty. Listed below are several suggestions which will reaffirm your family's beliefs as they relate to loyalty:

- Explain what loyalty means to you and your family. Talk about why it is important for family members to be loyal to one another.
- Have your child identify a person to whom they should feel loyal and explain why.
- Identify reasons why you feel loyalty is an important quality and explain why.
- Point out examples of loyalty that are portrayed by characters in various types of printed materials or other forms of media.

We appreciate your involvement in your child's education.

JUSTICE
(Debating Controversial Issues)

"Discussion is an exchange of knowledge: argument is an exchange of ignorance. Show respect for the ideas of others."

RESOURCES NEEDED: Lists of controversial issues

DESCRIPTION OF ACTIVITY:
Divide the class into 5 or more heterogeneous groups. Give each group the same controversial issue stated in the form of a question.

Student groups should elect a recorder and a spokesperson to report their findings to the class.

Sample discussion questions:
1. Should students be given only two grades, i.e., pass or fail?
2. Should handguns be illegal except for police?
3. Should music (CD's, tapes) be censored?
4. Should school authorities regulate the type of dress for students?

SUGGESTED APPLICATIONS:
Lessons that use current events for written or oral discussion.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Honesty, Self-Discipline, Compassion

JUSTICE
(Mock Trial)

"Justice is the insurance which we have on our lives and property."

RESOURCES NEEDED: Copies of newspaper articles, news videos, vcr, gavel, podium and black robe

DESCRIPTION OF ACTIVITY:
The students will participate in a Mock Trial of a controversial issue that has been researched. Resources could be newspaper articles, news magazines, telecasts.

Students can develop their own interpretations. The roles should include a judge, defendant, plaintiff and jury. Witnesses could be briefed.

After the trial, the student could write an assessment of the activity and whether or not justice was rendered.

SUGGESTED APPLICATIONS:
A literary character could be put on trial in an English class.

This activity could be used in a speech class as a form of debate.

A historical figure could be tried in a history class.

A trial of some scientific issue could be conducted.

A drama class might use this as a creative dramatic activity.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Honesty, Self-Discipline, Perseverance

TAAS:
Reading: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6
Writing: Objective 5, Objective 6, Objective 7

JUSTICE
(Creating a Law)

"Laws like clothes should be tailored to fit the people they serve."

RESOURCES NEEDED: Forms for bills, gavel, podium, current events magazines, Robert's Rules of Order

DESCRIPTION OF ACTIVITY:
The students will create bills based on current events, discuss, amend and vote on the bills in a student congress. The bill form would be:

A bill submitted by (student name)

A bill concerning (topic here)

Whereas: (reason for the bill) (as many of these as needed)

Therefore be it enacted that (the actual statement of the law goes here)

Provision (enforcement or penalties go here)

Class officers should include a Speaker, Secretary and Sgt.-at-Arms.

SUGGESTED APPLICATIONS:
This activity could be used in a speech class to learn Robert's Rules of Order.

This could be used to discuss current domestic and foreign issues in a class.

This activity could be useful in a government class during a lesson on the legislative branch.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Integrity, Honesty

TAAS:
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

The theme for Character Education this month will be Justice. The students will exhibit fair and equitable behavior which is consistent with the laws and principles that govern a democratic society.

Listed below are suggestions which will reinforce the activities in the classroom and will offer opportunities for you to become involved in your child's education.

- Have your child identify instances of just and unjust punishments for infractions of home rules. This may be a good time to explain to him/her that some rules are more important than others. Consequences may vary based on the importance of the rule and the severity of punishment for breaking that rule.

- Discuss current events involving justice. Explain why certain events have occurred.

- Share strategies which you have used in dealing with unjust situations.

- Discuss appropriate and inappropriate solutions for dealing with injustice.

Your cooperation in this effort is greatly appreciated.

SELF-RELIANCE
(Life Line)

"What lies behind us and what lies before us are tiny matters compared to what lies within us."

RESOURCES NEEDED: Posters, old magazines, markers

DESCRIPTION OF ACTIVITY:
Have the students reflect on experiences they have had in their life span. They are to develop a lifeline which details experiences or changes which have occurred in their lives.

After establishing these changes, have students write a brief description of how individual behavior determines experiences.

Next direct them to develop a visual image to go along with their written descriptions.
EXAMPLES: collages, posters, photographs, paintings

SUGGESTED APPLICATIONS:
Lessons in creative writing, expository writing.

Lessons on human cells, life line, and stages of the life cycle.

Lessons on life lines of historical figures.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Responsibility, Self-Discipline

TAAS:
Reading: Objective 5
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

SELF-RELIANCE
(Labeling)

"You must look into people, as well as at them."

RESOURCES NEEDED: Labels

DESCRIPTION OF ACTIVITY:
Six students are arranged in a circle. Each student is given a label. The person can't see his/her own label. The label also describes the reaction of the group to the person. Give the group a task: plan a trip (or another appropriate situation). Make labels. Tape the labels on students' backs.

Suggestions for labels:

LONER - Ignore this person
THE BRAIN - Put this person down
CLOWN - Laugh at what this person says or does
LEADER - Let this person know that you are listening
COOL - Agree with everything this person says
NERD - Make fun of this person and what he/she says

Give the group about five minutes to role-play. Ask each member to share how people treated him/her. How did they feel? What did you think your label was?
Remember: It is best to point out afterwards that the students were only playing a role and that is not the way we actually see the student who played his/her role.

SUGGESTED APPLICATIONS:
This activity could be used in a home and family class or drama class.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Compassion

PARENT AND HOME ACTIVITIES

Dear Parents,

This month your child will participate in activities designed to develop Self-Reliance. For the purpose of Character Education, self-reliance is defined as follows: Students will believe in their own self-worth and learn to rely on their strengths. Students will also demonstrate knowledge of their skills, abilities, and impression on others.

The support of the home, school, and community will ensure the success of Character Education. Your participation will demonstrate to your child the importance of being a good citizen.

Here are activities you can do at home.

- Affirm that each family member is important. Have each member of the family explain why other family members are special. Recognize contributions made by all family members.

- Have your child interview you about important family events to find out what they remember. They might include events or interesting stories about how your family members tackled problems and challenges.

- Make a list of words or phrases used in the family to show happiness, anger, love, and other feelings. Then make another list showing things you might do or say to help other members of your family feel happy.

- When viewing a movie or television show, call attention to ways characters within the show display self-reliance. Explain how self-reliance enables the character to use inner resources or demonstrate his/her skills and abilities.

- Discuss practices and customs in your family's culture. Discuss changes that may have occurred in those practices between past and present generations.

Your cooperation and assistance will be appreciated.

SELF-DISCIPLINE
(Peer Pressure)

"You have no chance to control your future until you can control yourself."

RESOURCES NEEDED: Some type of food such as popcorn, jellybeans, or peanuts, a box and slips of paper with instructions for each student in class

DESCRIPTION OF ACTIVITY:
This activity demonstrates the importance of self-discipline in handling peer pressure.

Divide the class into three groups. Have them form a circle. In the middle of each circle place a plate or box of food. Pass out slips containing these directions:

(1) Do not eat (fill in the name of the food).
(2) Eat _____ and encourage others to do so.

Only one member of each group gets the #1 slip which says do not eat the food. All others get the #2 slip which say eat_____. Be sure each student is told not to reveal his/her slip. Observe the pressure on the person who is not eating. This person may be closed out or have much pressure placed on him/her to eat.

Discuss the feelings of the non-eaters afterwards.

SUGGESTED APPLICATIONS:
This could be used in a lesson on persuasive writing or speaking to convince.

This could be used in a lesson on probability and random numbers.

This could be used to form a hypothesis, experiment, and draw conclusions.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Reliance, Honesty

TAAS:
Math: Objective 11, Objective 13
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

SELF-DISCIPLINE
(Study Calendar)

"No one can grow by letting others make his decision."

RESOURCES NEEDED: Calendar forms for semester

DESCRIPTION OF ACTIVITY:
Have the students prepare a calendar for a month at a time and list on the calendar the times to be set aside for study and/or homework during the class week.

At the end of the month, have the students return their calendars and discuss whether or not they were able to follow their own plan of action.

Point out to the students that it requires a great deal of self-discipline to adhere to a work schedule, but the results are worth the sacrifice and will pay huge dividends in the work world.

Self-discipline is recognized in the work place and is expected of anyone who wishes to move up in his/her occupation.

SUGGESTED APPLICATIONS:
This activity could be used in a vocational class or business class as well as an academic class.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Responsibility, Loyalty, Perseverance

TAAS:
Writing: Objective 5, Objective 6, Objective 7

SELF-DISCIPLINE
(Distractions)

"Why do I never have the time to do certain things and always find the time to do others? It's really very simple. What I truly value ... I do."

RESOURCES NEEDED: A supply of 3 x 5 inch cards

DESCRIPTION OF ACTIVITY:
After making a homework assignment, ask your class to list the things that tend to distract them from completing their homework on time. Each person has things that are special distractions for him/her. For some, television may be a prime distraction; for others, it may be a sport, reading an interesting but irrelevant book, spending time with a friend, etc.

Distribute the 3 x 5 inch cards to the pupils. Ask them to write the title: "Improving My Self-Discipline" across the top of the card. Ask the students to put down the following three subtitles:

I. My strongest distractions are
II. My plan to overcome them is
III. My plan worked or did not work because

Time: To be determined by the teacher.

SUGGESTED APPLICATIONS:
Formulate a plan to overcome a problem and to evaluate its success.

Graph/chart progress.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Responsibility, Honesty, Perseverance

TAAS:
Math: Objective 12
Writing: Objective 5, Objective 6, Objective 7

SELF-DISCIPLINE
(Promptness)

"A true test of character is not when a person does what he is told, but when he can discipline himself to do what is right even when no one is around to tell him."

RESOURCES NEEDED: None

DESCRIPTION OF ACTIVITY:
Discuss the importance of being prompt. Have students list various places where being on time is important to them (home, school, job, appointments, social engagements, dates).

Have students list the consequences of not being on time and encourage them to have empathy for those who suffer from their lack of consideration.

Examples:

1. **Parents concerned about the safety of their children who are late.**
2. **Your boss when you are an hour late to work.**
3. **The audience you disturb when you are late to a performance or movie.**

How could each situation be alleviated?

SUGGESTED APPLICATIONS:
This activity could be used as a writing exercise in English.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Reliance, Loyalty, Compassion

TAAS:
Writing: Objective 5, Objective 6, Objective 7

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

This month's component of citizenship focuses on Self-Discipline. Through activities your child will demonstrate positive patterns of behavior and the strength of mental and moral courage to accomplish tasks, manage time, and relate effectively with others.

We feel that your participation is a vital link in our efforts to assist your child in developing a strong sense of self and in preparing him to meet the challenges of our changing society. Listed below are several suggested activities designed to stimulate your child's curiosity and reinforce your family's beliefs as they relate to self-discipline:

- Share with your child a personal goal you have such as reading more books, getting more exercise, losing weight, stopping or reducing the amount you smoke, participating in volunteer work, repairing an item, cleaning out a closet, etc. Explain how self-discipline is an important factor needed to achieve your goal.

- When viewing the highlights of a sporting event on the news or reading about a sports figure, explain how self-discipline played a vital role in that person's success. Identify the sacrifices that athlete made and the amount of hard work he/she has invested in order to "be the best."

- Praise your child for exhibiting self-discipline in various ways, such as limiting the amount of time he/she watches television, saving money, eating nutritious snacks as opposed to junk food, starting homework without being prodded, etc.

- Identify individuals in various fields who are leaders you admire in business, education, social services, industry, civic or other community areas. Include persons that have defied the odds against them. Discuss the choices and sacrifices these people made in the process of attaining these goals. Emphasize how the individual's self-discipline aided them in the achievement of their goals.

- Have your child identify times when he/she has been able to exercise self-discipline at home, school, and in the community. Use this opportunity to reinforce your belief in the child's ability to be self-disciplined and to encourage further progress.

- Explain how ads are designed to get us to purchase items that we might not need. Discuss how it is important to have self-discipline and not be swayed by what advertisers say.

- Discuss and emphasize the importance of having self-discipline when faced with issues concerning the use of drugs, such as tobacco, alcohol, and illegal drugs.

Your cooperation and assistance will be appreciated.

INTEGRITY
(Code of Conduct)

"The surest way to gain respect is to earn it by our conduct."

RESOURCES NEEDED: Student Code of Conduct

DESCRIPTION OF ACTIVITY:
Have each student read the student code of conduct for the school district. Ask questions as to how the school district respected their rights and the rights of teachers.

Accept the students' opinions unconditionally and support the discussion with state law and school board policy. (Available in the library or principal's office)

Discuss how integrity is linked to a code of conduct.

SUGGESTED APPLICATIONS:
This activity could be used in any class, especially at the beginning of each semester.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Reliance, Justice, Self-Discipline, Responsibility

TAAS:
Reading: Objective 5

INTEGRITY
(Safety in Public Transportation)

"We can work together effectively only when we trust one another."

RESOURCES NEEDED: World Almanac, Encyclopedia Yearbook, Congressional Digest

DESCRIPTION OF ACTIVITY:
Define the word integrity. Discuss the different levels of integrity (for example: integrity in our parents, friends, institutions, etc.). Have the students research air disasters over a period of five years. Then have the students research safety statistics of the airline industry. Ask the students to chart or graph the sets of statistics. Now ask the students if and how this information impacts the integrity of the airlines. How do they feel when someone they care for boards a plane? Is lost integrity ever reestablished? Is this process difficult? How is integrity regained? Discuss other similar applications of integrity in the government or industry.

SUGGESTED APPLICATIONS:
This activity could be used in math to study charts, graphs and statistical analysis.

This activity could be used to generate a writing activity.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Honesty, Self-Discipline

TAAS:
Math: Objective 12
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

INTEGRITY
(Campaign Promises)

"If you want others to trust you, you must demonstrate how responsible you are."

RESOURCES NEEDED: Voter's guide, available from League of Women Voters, newspapers, news magazines and the addresses of elected officials

DESCRIPTION OF ACTIVITY:
Discuss with students how political candidates convince voters of their integrity in campaign promises. Have students examine campaign statements by candidates in a current election or research those made in a previous election. Students can then determine whether or not those promises were acted upon by the elected officials.

SUGGESTED APPLICATIONS:
This activity could be used in a lesson on politics in a government class.

This could be used in a speech class for a lesson in campaign speaking.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Justice, Honesty, Loyalty

TAAS:
Reading: Objective 4, Objective 5, Objective 6

INTEGRITY
(Opinion Poll on Careers)

"Misplaced trust is seldom found again."

RESOURCES NEEDED: Background information for people discussed in the activity (i.e., magazine articles, newspaper articles, etc.)

DESCRIPTION OF ACTIVITY:
Have students list various careers which require the job holder to sustain a high level of integrity of those who use his/her services or product. Examples might include doctor, lawyer, financial advisor, builder, daycare worker, minister, etc. Rate the careers on a scale of 1-10. Chart the results and arrive at a general consensus. Discuss how they form their opinions. Do they base ideas on concrete evidence or stereotyping? Are they influenced by sensational accounts of a few people in one career?

SUGGESTED APPLICATIONS:
This activity could be used in lessons from history, economics and government.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Honesty, Responsibility

TAAS:
Reading: Objective 5, Objective 6

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

During this month of Character Education your child will be discussing Integrity. Students will understand the importance of adherence to a code of conduct necessary for successful performance in the workplace and in their personal lives.

Listed below are activities which will reinforce integrity and will offer opportunities for you to become involved in your child's education.

- Identify specific adults that exhibit integrity, and how they conduct themselves in their personal lives as well as the workplace.

- Discuss the positive traits of integrity and the consequences of not exhibiting these traits.

- Discuss major characters found in comic strips, plays, and television shows you read or watch with your child. Ask your child which characters exhibit integrity. Ask him/her to explain their reasons. Guide them to identify characteristics or qualities that demonstrate whether the character has integrity or not.

- Have each family member complete the sentence: I have integrity because _____."

- Discuss how a person's integrity could be tarnished by acts of dishonesty.

Your cooperation in this effort is greatly appreciated. We appreciate your continued support for Building Good Citizens for Texas throughout the school year. We encourage reinforcement of these citizenship components throughout the summer.

RESOURCES

Bennett, W. (1993). *Book of virtues*. New York: Simon & Schuster.

Canfield, J., and Hanson, M. (1993). *Chicken soup for the soul*. Deerfield Beach, FL: Health Communications, Inc.

McCarty, M. (1993). *Acts of kindness*. Deerfield Beach, FL: Health Communications, Inc.